

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (*i.e.* 01M001):**

**25Q185**

**School Name:**

**J.H.S. 185 EDWARD BLEEKER**

**Principal:**

**THERESA MSHAR**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Edward Bleeker JHS 185 School Number (DBN): 25Q185  
Grades Served: 6, 7, 8  
School Address: 147-26 25<sup>th</sup> Drive, Flushing, N.Y. 11345  
Phone Number: (718) 445-3232 Fax: (718) 359-5352  
School Contact Person: Theresa Mshar Email Address: TMshar@schools.nyc.gov  
Principal: Theresa Mshar  
Michael Badillo  
UFT Chapter Leader: Nicole Marini  
Parents' Association President: Bert Goro  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nonie Rallis  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-48 Linden Place, Room 306, Flushing, NY 11354  
Superintendent's Email Address: DDiMang@schools.nyc.gov  
Phone Number: 718-281-7605 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Queens North Borough  
Field Support Center Director: Lawrence Pendergast  
Director's Office Address: QPN 28-11 Queens Plaza North, Queens 11101 4th Floor

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lpender@schools.nyc.gov

Director's Email Address:

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917-225-2020

718-391-8320

Phone Number:

Fax:

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Theresa Mshar	*Principal or Designee	
Michael Badillo	*UFT Chapter Leader or Designee	
Nicole Marini	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nonie Rallis	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Annette Parkins	CBO Representative, if applicable	
Eftehia Agresta	Member/ Teacher	
Glenn Bell	Member/ Parent	
Nicholas Corrado	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Allison Mastropieri	Member/Parent	
Crystal Seabrooks	Member/ Parent	
	Member/	
Bert Goro	Member/Teacher	
Michael Leung	Member/ Teacher	
Gerald Volkommer	Member/ Teacher	
	Member/	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The greatest factor that distinguishes our school from the rest is our striving to make 185 a true community school. From our years as a magnet program to the present, we have been fortunate enough to enjoy an enrollment of outstanding children, both from the local "zoned" neighborhood as well as from the wider community at large. We are an ethnically and culturally diverse middle school in which students from all over the world are made to feel welcome and given the opportunity to succeed regardless of their national origin, home language, cultural background, or domestic situation. We are partnered with numerous community organizations, social and academic programs, and cultural institutions to help ground our students in the value of community even while maintaining levels of academic success high enough to merit admission to the most prestigious of high schools.

Edward Bleeker 185's use of data as a means of informing instruction has been in place for a number of years. In fact, our data use was already in place for a number of years when our data team was selected to present its work at Harvard University; first in 2009 and then in subsequent years. Our embrace of data-driven instruction has reached out to all of constituent groups and all of our educational cohorts. SWD and ELL, our two cohorts with traditionally the greatest need for concentration on them, have been the subjects and the benefactors of data-driven instruction since the inception of data-driven instruction. We have had data teams in place for almost ten years and we have tailored our professional development opportunities for our teachers to fit the data-driven model. From Physical Education and its Fitnessgram to our Math and Earth Science Regents classes, the buy-in among our faculty is 100% and that is made evident in our Quality Review.

In our 2015 quality review we were found to be proficient in:

Curricula that is aligned to the Common Core and content standards, integration of the instructional shifts, and facilitation of college and career readiness. Curricula and academic tasks emphasize rigorous habits and higher-order thinking skills and are planned and refined using student work and data.

Pedagogy is aligned to the school's core beliefs about student learning and to the curricula, and is informed by the Danielson Framework for Teaching and the instructional shifts. Teaching strategies consistently provide multiple entry points into the curricula, and students demonstrate higher order thinking skills.

Across classrooms, teachers use rubrics and assessments aligned with the curricula and use the results of common assessments to adjust curricula and instruction. Teachers' formative assessment practices reflect the use of ongoing checks for understanding but sometimes provide limited feedback to students. One of our areas of focus for this coming year.

As a school we were found well developed in :

School leaders consistently communicate high expectations and provide training aligned to the Danielson Framework for Teaching to the entire staff. School leaders and staff effectively communicate expectations connected to a path of college and career readiness to families, provide guidance supports and establish a culture for learning that communicates high expectations for all students.

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations. Teacher teams systematically analyze classroom practice, assessment data, and student work, and teachers play an integral role in key

decisions that affect student learning across the school. This is a focus for next year as we have become a learning partners school as well.

Our school firmly believes in “Success for All”. As stated in our mission, “We strive for a higher standard of achievement regardless of the path we take. We reach academic excellence through daily interactions within our learning community.”

## 25Q185 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1531	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	24	# SETSS	N/A	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	35	# Drama	12
# Foreign Language	23	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	59.8%	% Attendance Rate			95.9%
% Free Lunch	60.6%	% Reduced Lunch			14.8%
% Limited English Proficient	10.5%	% Students with Disabilities			14.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			6.3%
% Hispanic or Latino	25.9%	% Asian or Native Hawaiian/Pacific Islander			53.5%
% White	13.8%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.83	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	3	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)			6.12
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	43.3%	Mathematics Performance at levels 3 & 4			64.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			76.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- An analysis of the spring 2015 ELA state exam data in comparison to the district showed some areas of weakness by grade. Grade departments created action plans using the item skills analysis. For example the sixth grade ELA team will focus on learning standards RI6.3 and RL6.3 .
  - Our spring 2015 Quality Review included feedback, such as improving on creating a rigorous curriculum in all subject areas. The reviewer stated, " scaffolds and supports for ENL and SWDs are not yet fully differentiated in curricula and planning documents so that all students can demonstrate their thinking.
  - Our 2014-2015 Teachboost School-specific Competency Ratings indicates the teachers scored lowest in 3c's Student Engagement (Average 2.5). This connects to the previously mentioned feedback from the QR.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the reading and writing achievement of all students at JHS 185Q, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Common Core State Standards as evidenced by a 2% increase on the NY State Performance Index for ELA.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Focus on coherent instruction <ul style="list-style-type: none"> <li>• curriculum maps</li> <li>• rigorous tasks</li> <li>• common assessments</li> <li>• data-based refinements</li> </ul>	All teachers	on going common planning sessions	APs, teachers, instructional cabinet, lead teachers
Professional development <ul style="list-style-type: none"> <li>• In our partnership with our LPP we will establish protocols and practices for inter-visitations in our school</li> <li>• Differentiated professional development, such as book clubs, inter-visitations</li> <li>• monitor, assess, and revise curriculum</li> <li>• use of rubrics with the language of CCLS to provide specific feedback to students</li> <li>• use of student data to plan and set student goals</li> </ul>	All teachers	on going during school and in our PD time	AP's, PD team, lead teachers, Instructional Mentors, instructional cabinet
AIS/ Additional Academic Support <ul style="list-style-type: none"> <li>• Teacher Lunch Period Tutoring</li> <li>• Pilot Program: 6th grade SETSS students are provided the ILearn program</li> <li>• Peer tutoring of at risk students</li> <li>• Entering and Emergent ELLs receive four additional ELA periods above the state mandates</li> </ul>	Students in need of support		Teachers /All staff
Integrate (CLP) Collaborative Learning Pilot program into instruction to provide enhanced inter-disciplinary curriculum to high achieving students.	CLP Team	Entire Year	AP's and outside professional development.

Common Core workshops for parents to guide them through new standards and provide strategies for assisting students.	Lead teachers	Cycles during the year	Parent coordinator and Lead teachers
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources to be used to facilitate this goal/alignment: NYSTL funding for curriculum materials, online reading assessment (iReady), Professional service funds for teacher training. Title 1 funding for parent involvement.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
IReady reading online assessments will be periodically administered by the ELA teachers to all students (October 2015, February, 2016, June 2016. The October assessments will be utilized as a diagnostic, which will then determine groupings of students based on the standards or skills to further provide instructional intervention.
SS teachers will continue to administer MOSL performance tasks in October 2015 and May 2015, as well as grade department-created tasks between the two assessments to monitor for student progress in the CCLS literacy standards. Scores for each task will be posted for all teachers of the student to view and analyze during their inquiry periods.
The science and math departments continue to support the literacy standards by providing rigorous tasks, which incorporate the CCLS literacy standards. They will analyze student work in the common planning teacher teams to continuously monitor the student progress in content and literacy.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 School Environment Survey, 86% of the students felt they were safe in their classrooms, 70% felt they were safe in the bathrooms/locker rooms/cafeteria, and 76% felt they were safe on school property outside the school building.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve the culture of respect in the school through the use of various teacher-team led character building programs and initiatives as evidenced by a 2% increase in student responses of “agree and strongly agree” to the following questions in the learning environment survey:

“I am safe in the hallways, locker rooms, and cafeteria” and “I am safe on school property outside the school building”.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Refine PBIS program to improve consistency across grade level. Record in Bleeker bank to benchmark positive behaviors exhibited by classes. Continue with “Bleeker Bucks” positive behavior reinforcement/rewards system.	Student population	Entire Year	
Incorporate our “No Place for Hate” initiative last year into our PBIS program to teach kindness and empathy through project based work and guiding students to commit “random acts of kindness” throughout the year.	Student population	Entire Year	All Staff
PBIS focus of the 2015-2016 school year: Safety in the hallways/cafeteria. Create a student survey inquiring about student safety and perceptions of the school environment. Monitor the results of various surveys throughout the year and have a focus group comprised of student government representatives and staff develop a program to improve the environment in hallways and cafeteria.	Student population	Entire Year	All Staff
School Safety Committee will conduct a safety review of traffic flow in hallways and stairwells and re-evaluate the ways students move through the halls. Designate staff members to monitor certain sections of the hallway to improve traffic flow.	School Safety Committee		Assistant Principals
Incorporate Red Ribbon Drug Awareness into PBIS for students to make safer decisions on the street as initiated by our Sapis counselor.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources to be used to facilitate this goal\alignment: TL funding for student rewards including class trips and school store. Funding for a PBIS coordinator on each grade level.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

On a weekly basis class tallies will be calculated and student will be rewarded for their efforts. On a Monthly basis the three highest scoring classes on each grade level are rewarded with a choice of prizes. Year long progress will be calculated at the end of the school year for an overall grade winner.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Although the 2015 Quality Review feedback included a well developed in Teacher teams and leadership development, we are focusing on teacher collaboration to improve our instruction, assessments, and monitoring the progress of the students.

The Quality Review report indicated that according to the 2013-2014 NYC School Survey 77% of teachers reported that the school "uses assessments that are relevant to my daily instruction." The QR feedback suggested that all teachers need to consistently provide specific, immediate, and actionable feedback to the students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve the effective use of school assessments through collaborative inquiry and utilize school-developed tools as evidenced by a 3% increase in "strongly agree and agree" in the teacher's responses of the school environment survey question.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide professional development on protocols for teacher team meetings in order to analyze student work and trends, so that we can improve instruction, such as the Looking at Student Work and Examining Assessment ones.	Bottom 1/3 performing students of each class	Entire year	Pd Team and outside resources
Create more opportunities for differentiated professional development, which is based on the teachers' goals, such as inter-visitations and book study groups  Our Learning Partners School will help support and facilitate the focus of collaborative teachers through their existing inter-visitation structures.	Teachers	Entire year	Lead Teachers/PD Team
Teacher teams create formative assessments to provide students with specific, immediate and actionable feedback.	Teachers	Entire Year	All Teachers
Analyze student work on pre-assessments and use it to target instruction during teacher team inquiry cycles. Teachers will share informative reading comprehension data from the IReady Reading online assessments. Teachers will utilize data and will incorporate scaffolds in class based	Teachers	Entire Year	All Teachers
Utilizing Skedula to add anecdotes, so that there is increased collaboration and communication among all teachers of their students including ELLs and SWDs. This will promote more effective conversations between the parents and teacher teams.	Teachers	Entire	All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Resources to be used to facilitate this goal\alignment: Per session available for teachers to attend professional development. NYSTL software funding used for purchase of Skedula.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Team meeting templates posted on the PLC will provide evidence of teacher discussions and student work based on data analysis. Classroom observations will show an increase in component 3D : Using Assessment in Instruction specifically the element of providing meaningful student feedback. After the first professional development inquiry cycle progress will be monitored by the instructional cabinet.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Data from grade PPC meeting: Level 1s and low level 2s; teacher and guidance counselor recommendation	<ul style="list-style-type: none"> <li>• Scaffolds</li> <li>• Vocabulary supports</li> </ul>	small group, one to one mentoring for ELLs, lunch tutoring,	During Day, After-school  Saturday program in January
<b>Mathematics</b>	Data from grade PPC meeting: Level 1s and low level 2s; teacher and guidance counselor recommendation	<ul style="list-style-type: none"> <li>• Scaffolds</li> <li>• Vocabulary supports</li> </ul>	small group, one to one, lunch tutoring	During Day, After-school  Saturday program in January
<b>Science</b>	Data from grade PPC meeting: Level 1s and low level 2s; teacher and guidance counselor recommendation	<ul style="list-style-type: none"> <li>• Scaffolds</li> <li>• Vocabulary supports</li> </ul>	small group, one to one , lunch tutoring	During Day After-school
<b>Social Studies</b>	Data from grade PPC meeting: Level 1s and low level 2s; teacher and guidance counselor recommendation	<ul style="list-style-type: none"> <li>• Scaffolds</li> <li>• Vocabulary supports</li> </ul>	small group, one to one, lunch tutoring	During Day After-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>			small group, one to one, peer tutoring, student mentoring	At-risk services provided by the counselor are delivered in small groups with a maximum of 5 students or one to one, during the school day.  At risk services provided by the

				<p>school psychologist is delivered one to one on an as need basis during the school day.</p> <p>At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis.</p> <p>PPC (weekly)</p> <p>Deans' meeting (weekly)</p> <p>Attendance Team (weekly) meetings</p>
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <p>Beginning with our Student Teachers program under which we are affiliated with, among others, Queens College, SUNY, CUNY, St. John's University, and Teachers College, we begin to accept and assess potential new pedagogical staff as early as their student teaching experiences with us. At present, at least three of our full time faculty began as student teachers with us and are now professional teachers on tenure track programs.</p> <p>Once there is an identified vacancy, resumes received from candidates and from New Teacher Finder are screened whether or not the teacher obtained the proper state certification for that particular subject area. The candidate is provided an opportunity to meet with the department assistant principal in either writing or a phone call correspondence. Teachers, who may be future colleagues, also have the opportunity to sit in this interview depending on the time. When the candidate comes in for the interview, an approximately 45 minute interview is conducted with questions that range from the teacher's educational philosophy, pedagogy, classroom management skills, and other contributions he or she can provide to the school community. The teacher's portfolio provides additional information about the curriculum and lesson planning skills. Every candidate is asked to create a lesson plan based on a set of directions for that particular subject with a copy of the CCLS. There is no specific time limit set for this planning. A separate principal interview is conducted after the lesson plan has been reviewed by the assistant principal. If time allows for it, a demo lesson may be requested for another day.</p> <p>Retention, Assignments, and Support</p> <p>New teachers are invited to attend a voluntary two-day New Teacher Orientation prior to the official start of the school year. This orientation provides pertinent information about the school's protocols and procedures, professional development that includes informational sessions about specific cohorts, such as ELLs, SWDs, effective instruction focused on research-based strategies. Presenters include assistant principals, content area teachers and other support staff. The two days also provides the new teachers with the opportunity to meet their peers and to acclimate themselves to our school environment. Time is also provided to set up their classrooms once the orientation ends. Continuous support is provided to our new teachers by matching them to a mentor who is a tenured teacher in the specific content area. This mentor interacts with the new teacher at least twice a week. This includes observation feedback, visiting other classrooms for inter-visitations, and aspects of lesson planning. All new teachers participate in staff professional development days that have been allocated for this purpose, such as the chancellor's</p>

days. The expectation is that they take away strategies from these days that they implement into their lesson. Supervisors of the departments provide feedback in their observations and walkthroughs as to their progress regarding the instructional expectations. New teachers receive three formal observations from the supervising assistant principal and a formal observation from the principal. This is in addition to the periodic walkthroughs that are conducted throughout the year. A series of separate New Teacher workshops are provided throughout the year on a as needed basis. Some of the routine workshop titles are “how to conduct the first parent teacher conference, the teacher tenure process, supporting ELLs/SWDs.” The programming of the school includes additional new teacher support by scheduling every teacher a common planning period with their grade department colleagues once a week. There is additional teacher collaboration once a week that’s been set aside for inquiry team meetings, which further fosters professional learning communities.

## **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our professional development has been aligned to this year’s NYC DOE’s instructional expectations. Our CEP goals and our school’s instructional focus align with this. Danielson’s Framework for Teaching, the full curriculum implementation of CCLS in all major subject areas with creating multiple entry points, and the focus on rigor (critical thinking), and academic vocabulary are the PD trainings we are providing to our staff. The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action

### External Professional Development

- Principal’s Weekly is utilized to identify relevant PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings.
- Network 208 monthly scheduled meetings are attended by administrators and teachers appointed by the administration. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.
- Other outside organizations are contracted on a needs basis. For example, after identifying the need to provide special ed. ICT teachers planning for effective instruction, a consultant (a former DOE employee) has been contracted for this purpose. Any staff can initiate his/her own professional development opportunity and we accommodate this after reviewing the content of it.

### Internal Professional Development •

Teachers from each department were chosen to be members of the teacher leadership program. This team attends monthly TLP meetings at Long Island City High School. This program will provide a structure that supports these teachers with strategic content and facilitative skills needed to meet the adaptive challenges within our respective communities. These teacher

leaders are working collaboratively within the building to cultivate a culture of shared leadership, where they will take ownership for improving teacher practice and student outcomes. As Teacher Leaders their role is to facilitate the learning of their colleagues within professional learning communities and to promote ongoing professional growth focused on effective classroom instruction, peer coaching, collaborative learning and problem solving.

The administration, lead teachers/core inquiry team, and designated ESL and Sp. Ed. Teachers are the members that create meaningful internal PDs. External PDs, ASCD institutional membership, ARIS Learn, and the Teaching Channel are the main resources that are utilized to create our staff PDs. We recently created the PLC (professional learning community) website in our school's Google Drive. This is another way to share helpful resources with our staff. The following are different venues we deliver our professional development to our school's learning community.

- August One day trainings: ELA and Math Curriculum PDs; New Teacher Orientation
- Mandated Chancellor's days (September, November, June) focused on instruct
- Weekly cabinet meetings
- Weekly common planning meetings by grade departments
- Bi-weekly core inquiry team meetings
- Weekly Inquiry meetings by cross-content, department, faculty, and grade
- Monthly Lunch and Learns
- Monthly New Teacher Meetings
- Curriculum and life skills workshops for Parents

The teacher team meetings are a way for our pedagogical staff to collaboratively learn from each other. All are involved in common planning and inquiry teams in which they are

- Gathering and analyzing data from:
  1. New York State exams for the purpose of instruction,
  2. student work to identify strengths and target areas for instruction
  3. teacher-based assessments,
  4. classroom instruction (lesson plans)
- Revise and/or prepare curriculum and lesson plans that are aligned to the Common Core State Standards and our schools instructional foci. Teachers work on:
  1. Gathering materials and resources to heighten student interest and improve skills and strategies in the areas of reading, writing and critical thinking skills for literacy and the math instructional shifts.

2. Creating Student tasks based on the Common Core State Standards
3. Incorporating enriched and differentiated lessons/assessments (small group and individual instruction)
4. Decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
5. Gaining a deeper understanding of effective questioning techniques to encourage high-order thinking.
6. Promoting the rigor and high expectations of using academic language on a daily basis and teaching academic vocabulary on a daily basis.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Representative staff meets during summer to agree upon implementation of MoSL, choice of curricula, composition of local exam assessments and dissemination to rest of teaching staff throughout the school year. In our IPC meetings we review and analysis each teacher MOSL state and local data. Each department was provided a professional development session based on the multiple assessment measures and their MOSL options.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	604,704.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,116.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,789,907.00		

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent**

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Edward Bleeker JHS 185]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Edward Bleeker JHS 185]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Edward Bleeker JHS185Q</u>	DBN: <u>25Q185</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: \_

-  
After reviewing the data from last year's NYSESLAT and our incoming ELLs, we have determined that of the three proficiency levels, our largest number of ELLs are at the beginning level (66). Our next largest group is advanced (62) followed by intermediates (26). We have a particularly large number of beginners in 7<sup>th</sup> grade (30). We have noticed that our beginning Chinese and Spanish speaking ELLs could benefit from extra instruction and support in their native language. For these reasons, we have chosen to target the Chinese and Spanish speaking 7<sup>th</sup> grade beginners and the recent newcomer ELLs in all grades.

-  
We will conduct our Title III program on Saturday mornings (9 AM-12 PM) for 10 weeks beginning in January of 2015. The language of instruction will be English with Spanish and Chinese bilingual support. Mr. Santamaria, a Spanish bilingual certified teacher, will provide the Spanish support, and Ms. Lin, a Chinese speaking ESL certified teacher, will provide the Chinese language support. We are working to recruit two more teachers who also speak Spanish and Chinese to assist in the program.

-  
We will utilize the computer lab and classrooms as the location for instruction. We will use Achieve 3000 iLearn software for half of the morning, and the other half of the morning will be spent providing bilingual support. They will use iPads in a classroom to allow the students to access [www.duolingo.com](http://www.duolingo.com). Teachers will also utilize the bilingual materials (dictionaries and content-area glossaries) that we have already distributed to the students. We will purchase books in Spanish and Chinese for the teachers to read with the students.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \_\_\_\_\_  
Teachers in our building have expressed a need for continued professional development in strategies for teaching beginner ESL students. Most teachers feel comfortable working with advanced ELLs, but they struggle with finding appropriate and effective methods to teach beginners. This is also the group of students we are targeting for the Title III program.

-  
Ms. Lin and Mr. Santamaria will receive training in Achieve 3000 from Ms. Brisotti, a teacher who has attended professional development in using the software. She also has experience using the software with special education ELLs. This training will occur after school prior to the beginning of the Title III program. She will cover topics such as giving feedback to students and managing the software and student accounts.

-  
Content area teachers of ELLs will be invited to an after school book club, which will meet once a month

### Part C: Professional Development

and will be facilitated by Ms. Olsen and Ms. Park. Teachers will be paid per-session for attending. We will also offer screencasts on salient points from each meeting that we will upload to our school's PLC website. This will allow teachers who cannot attend the book club meetings to participate through distance learning.

-  
During our school's PD time, we will run periodic workshops for teachers of ELLs. We have over 60 teachers who work with ELLs in our school, and we will design workshops that are specific to different groups of teachers. For example, on Election day, we are running a workshop for our 3 gym teachers because they all work with ELLs. The next workshop will be for incoming teachers who require a basic overview of ELL policies, accommodations, and strategies. Then we will move to content-area specific PD for teachers of ELLs. These PDs will be designed and facilitated by Ms. Park and Ms. Olsen.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: \_\_\_\_\_ We have noticed that the parents of our ELLs are sometimes reluctant to visit our school for meetings, parent teacher conferences, and special events. Last year, a team worked with iZone to develop a solution to this challenge. Our webmaster, Mr. Leung, is currently in the process of designing a JHS185 app that will offer special features for the parents of our ELLs. He is also revising our website to include more translation and information that will be useful to this population of parents. Our Parent Coordinator, Gail Meyers, has written a JHS185 Parent Handbook, which she submitted to the Office of Translation. She gives this translated parent handbook to all incoming ELLs, and we will also distribute it to the parents of ELLs during parent teacher conferences and other school events.

-  
In order to recruit students to attend our Title III program, Mr. Santamaria and Ms. Lin will make phone calls to the parents of the ELLs we are targeting. We have used this strategy in the past, and it has been very effective. For the parents of the students who enroll in the Saturday Academy Title III program, we will offer a one hour workshop at either the beginning or end of the day. We will select the time based on a poll of the parents' preferences. We will poll the parents by making phone calls in Spanish or Chinese. During this one hour workshop, we will offer technology support to help parents login to ARIS ParentLink, PupilPath, Class Dojo, and other websites that our teachers use in order to communicate with parents. We will also teach parents to use websites such as duolingo and newsela, which they can use at home or at the library with their children.

-  
-

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$19,436

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

**A. School Information**

District 25	Borough: Queens	School Number: JHS 185
School Name: Edward Bleeker		

**B. Language Allocation Policy Team Composition** NOTE: The following staff members should be on the LAP team:

Principal: Theresa Mshar	Assistant Principal: Clara Kang, Primal Dhillon, Gerald Volkommer
Coach Danielle Mooney and Joe Dilallo, LPP Model Teacher	Coach Christine Olsen, Peer Collaborative Teacher
ENL (English as a New Language)/Bilingual Teacher Chaihyo Park	School Counselor Narda Melendez
Teacher/Subject Area Eileen Strong/Math	Parent Lisa Pena Humes/7th Grade Parent 2015-2016
Teacher/Subject Area Jessica Mast/ELA	Parent Coordinator Gail Meyers
Related-Service Provider Katherine Regnell/ Speech Teacher	Borough Field Support Center Staff Member Maria Vasiliou-Rozos
Superintendent Danielle DiMango	Other (Name and Title)

**C. Teacher Qualifications**

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	1525	Total number of ELLs	150	ELLs as share of total student population (%)	9.83%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K	1	2	3	4	5
	6X	7X	8X	9	10	11

**A. ELL Programs**

**This school offers (check all that apply):**

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	150	<b>Newcomers</b> (ELLs receiving service 0-3 years)	108	<b>ELL Students with Disabilities</b>	29
<b>SIFE</b>	15	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	36	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										00
<b>DL</b>										00

<b>ENL</b>	108	12	5	36	3	19	6	0	5	00
<b>Total</b>	108	12	5	36	3	19	6	00	5	00
Number of ELLs who have an alternate placement paraprofessional:										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
							0	0	0					00
							0	0	0					00
							0	0	0					00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL

	ELL	EP								
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):

Number of students who speak three or more languages:

<b>Freestanding English as a New Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	14	13					40
Chinese							27	31	26					84
Russian														00
Bengali														00
Urdu								3	2					5
Arabic								1	1					2
Haitian														00
French														00
Korean							3	2	4					9
Punjabi														00
Polish														00
Albanian														00
Other							4	5	1					10
<b>TOTAL</b>	00	00	00	00	00	00	47	56	47	00	00	00	00	150

## Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							15	26	22					63
Emerging (Low Intermediate)							12	10	13					35
Transitioning (High Intermediate)														00
Expanding (Advanced)							20	20	11					51
Commanding (Proficient)														00
EXEMPT-NYSAA									1					1
Total	00	00	00	00	00	00	47	56	47	00	00	00	00	150

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1	1					2

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							26	21	17					64

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	26	4			30
7	24	6			30
8	25	1			26
NYSAA					1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6	16		12		7		4		39

7	10		13		10		7		40
8	13		5		12		1		31
NYSAA									2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.
  1. iReady: We have selected iReady to use during ELA classes, which assesses phonological awareness, phonics, high frequency words, vocabulary, and comprehension in literature and informational texts. Using this data, we identified the students who are struggling with the three lower domains (phonological awareness, phonics, and high frequency words). For example, among the 8th grade ELLs 42 students placed between level K and level 3 in the phonics domain, 8 students placed between level K and level 1 on the high frequency words domain, and 48 students placed between level K and level 5 in the vocabulary domain. ENL and ELA teachers are using the following strategies as part of our school’s instructional plan to support our ELLs: During ENL, teachers will embed instruction in phonics and high frequency words using The Six Minute Solution fluency program. Teachers will also choose to focus on high frequency words that appear in texts that are part of the ELA curriculum. For students who are struggling in the three higher domains (vocabulary, and comprehension in literature and informational texts), ENL teachers provide scaffolded texts (using the chunking scaffold recommended by DELLSS) to help students access higher level texts.
  2. Six Minute Solution: During ENL classes, teachers assess students in sight word knowledge and reading fluency. Teachers pair students with the same fluency levels and sight word knowledge to practice fluency passages for the year. These assessments show us that our ELLs are struggling with sight words even at the pre-primer and primer levels. For example, in a class of 24 Entering and Emerging ELLs in the 8th grade, 7 students are at the pre-primer or primer level for sight word knowledge. We use this data to inform our instruction in ELA and ENL by embedding sight word instruction in our lessons. These students receive weekly lists of sight words to practice with partners and family members. This practice builds reading fluency by using sight word knowledge to access grade level texts.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The 2015 NYSESLAT shows that the majority of our 7th grade ELLs scored at the Transitioning and Expanding levels. However, the majority of the 8th grade ELLs scored at the Entering and Emerging levels on the NYSESLAT. Our students who score at the Expanding level, generally reach the required score for Commanding in reading and speaking; however, their scores are lower in the listening and writing modalities.

Current Grade Level (15-16)	Total Number	Entering (2015 NYSESLAT)	Emerging (2015 NYSESLAT)	Transitioning (2015 NYSESLAT)	Expanding (2015 NYSESLAT)
7th	35	9	3	1	22
8th	47	18	14	6	9

\*This data was not impacted by the new admits during 2014-2015 because we admitted six 6th graders (current 7th grade) who scored at the beginner level and five 7th graders who scored at the beginner level on the NYSITELL.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

We are meeting our goals for AMAO 2, but for the last two years, we did not meet AMAO 1. The majority of those students who did not meet AMAO 1 have IEPs, repeated the grade, or were students who struggled academically. We are continuing to offer additional support for these students. We also noticed that the advanced students who did not make progress were first year advanced students. These students need additional years of ESL services at the advanced level before they will become proficient on the NYSESLAT.
4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

Our students who score at the Expanding level, generally reach the required score for Commanding in reading and speaking; however, their scores are lower in the listening and writing modalities. Of the 16 ELLs who scored at the Entering or Emerging

level during the 2015 NYSESLAT and took both the NYS ELA and math exams, fifteen of those ELLs scored higher on the math exam than on the ELA. Ten of these students took the math exam in their NL (Chinese or Spanish).

- b. What is the school learning about ELLs from the periodic assessments? How is the home language used?

We encourage students to use their native language (NL) when possible to help them to build content knowledge at the same time as they develop their NL proficiency and English language proficiency. Research has shown that students who have access to NL materials are able to attain English language proficiency at a faster rate. Observations of our students using NL materials during content area classes have revealed higher levels of student engagement this has also been validated through student interviews. When students enter our school for the first time, during 6th grade and also new admits in 7th and 8th grade, they receive a folder of bilingual glossaries. In content area classes, students access content in their NL through the use of technology. We distribute word to word dictionaries to students, which they keep and use throughout the 3 years that they spend in our school.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not applicable for Grades 6-8

6. How do you make sure that a child's second language development is considered in instructional decisions?

Content area teachers communicate with ENL teachers during common planning meetings and professional development sessions. With a dedicated cycle of inquiry focused on strategies to support ELLs, all teachers meet the mandated 15% of PD hours.

Using the New Language Progressions as a guide, ENL teachers ensure that ELLs receive ENL instruction that is aligned to the standards. In order to strengthen this practice, professional development provided by the district, which addresses the new New Language Progressions, is set for this year. The intended outcome is to align these progressions to the NYS CCLS in ELA.

As a common practice, all ELLs are accessing appropriately scaffolded grade level texts during ELA classes. During standalone ENL classes, ENL teachers are providing additional instruction that supports the ELA curriculum and comprehension of complex texts. ENL teachers co-teach with ELA teachers in order to allow ENL teachers to provide support during ELA and during standalone ENL. For students who are not literate in their NL or for students who had interrupted schooling, we ensure that these students receive instruction in phonics embedded in ENL instruction. All content area teachers have access to the NYSESLAT and NYSITELL scores for all ELLs to drive their instruction and meet the needs of their students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We compare growth on NYSESLAT scores and ELA scores. We break down NYSESLAT scores by modality and analyze the results for each grade level. We use the AMAO tool to determine where our students are showing growth. Our most recent data shown by the AMAO tool reveals that we are struggling to meet AMAO 1, but we are meeting our goals for AMAO 2.

After looking at the data from AMAO 1, we determined that our focus cohorts are: Entering and Emerging students who remain stagnant for two or more years and our Transitioning and Expanding students who's scores regress within a two year period. This trend is more prominent in the 7th grade.

During the 2014-2015 school year, we had 36 newly admitted ELLs total and 14 of them were admitted after 2/24/15. These students, with 2 months of instruction before taking the NYSESLAT, did not reach proficiency and did not show growth. About 20% of our ELLs have IEPs. They have difficulties with language, which are not specific to language acquisition; therefore, gains on the NYSESLAT are not as evident as students without an IEP.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The pupil accounting secretary distributes admissions forms to the family. Students who are identified as a new admit to NYC or is a re-admit (more than two years), are given the HLIS by a trained pedagogue. An interpreter is provided when necessary. The pedagogue and the interpreter conduct an informal interview to gather information about prior schooling, literacy levels, and NL and English language development. If the HL is other than English, the pedagogue and the parent coordinator shows The Parent Information Video. The parent coordinator and the pedagogue explain the programs and assist the parent in understanding their choices. The parent completes the Parent Survey and Program Selection form. Parents complete all tasks during this initial visit. The next step is for the HLIS to be forwarded to the ENL coordinator who administers the NYSITELL within 10 days. The ENL coordinator has 3 dedicated periods every Monday to administer the NYSITELL. If the student passes the NYSITELL, the ENL coordinator sends home the Non-Entitlement letter. If the student does not pass the NYSITELL, the ENL coordinator sends home the Entitlement Letter and the Placement Letter. Once we have identified our Spanish speaking ELLs, our Spanish Language teacher administers the Spanish LAB.

HLIS is forwarded to ESL coordinator to administer the NYSITELL and place in the proper ELL class

NYSITELL is administered by pedagogues C. Olsen, A. Abbenda, and C. Park

All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall.

Trained Pedagogues:

- J. Santamaria—Spanish, Dean, certified bilingual Spanish teacher
- J. Sande—Spanish, Dean, certified Science and ESL teacher
- S. Huang—Chinese, certified foreign language teacher
- T. Lin—Mandarin, Fuzhounese, and Cantonese, certified ESL teacher
- C. Kang—Korean, AP, certified ELA teacher
- P. Dhillon—Hindi, Punjabi, Urdu, AP, certified Science Teacher
- N. Melendez—Spanish, Guidance Counselor, certified teacher
- T. Mshar—English, Principal, certified physical education teacher
- J. Baldessari- Spanish, certified Spanish teacher

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The trained pedagogue interviews the family and the student upon enrollment. During the interview, if the trained pedagogue finds a possible interruption in formal education, we ask a pedagogue who speaks the students' native language to administer the SIFE oral Interview (after the NYSITELL). If the oral interview uncovers a gap in education, we administer the LENS in the native language if it is available.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

School/district administrator: T Mshar

Certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: C. Park

The director of special education or individual in a comparable title (or his or her designee): A.. Haran and B. Suarez  
The student's parent or guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After scanning the NYSITELL, the ENL Coordinator runs the ITEL report in ATS to determine the students who are and are not entitled to ENL services. The students who are entitled to ENL services receive an Entitlement Letter, and students who are not entitled to services, receive a Non-Entitlement Letter. These letters are sent home on the parent's preferred language within five days of the NYSITELL being scanned.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the intake process, the pedagogue who administers the interview and HLIS, will inform the parents if their child is eligible to take the NYSITELL. During this same process, the pedagogue will also inform the parents that they will have 45 days after the enrollment date to appeal their child's ELL status. Parents are also notified of their right to appeal this status when we send home the Entitlement and the Non-Entitlement Letters in their preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified time frame? Describe the process, outreach plan, and timelines.

On the day that the parents enroll their children, they attend a parent orientation. During this time, the parents meet with a pedagogue (who speaks their preferred language) and the parent coordinator who shows the Parent Information Video. The parent completes the program selection form, and the pedagogue answers any questions they may have. The ENL coordinator documents the occurrence in the Google Sheet, noting the name of the pedagogue and the language used during the orientation, and the parent's selection.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents complete the Parent Survey and Program Selection during the intake process after they watch the Parent Information Video. Trained pedagogues, who speak the parent's preferred language, assist with this process. We ensure that parents give us these forms while they are still in our school to ensure that their preferred choice is accurately recorded. The ENL Coordinator monitors ELL parent program choice surveys by keeping a document of all new admits and their parent's preferred program. This information is also entered into ELPC in ATS within 20 days of enrollment.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If parents do not return the form, the parent coordinator will contact them to ensure that they are completed and returned. Parent Survey and Program Selection forms are placed in the students' cumulative folders. A copy is kept with the secretary, and a second copy is kept with the ENL Coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL Coordinator administers the NYSITELL to all eligible students. Once the NYSITELL is scanned and scored, the ENL Coordinator prints the letters in the students' native languages and distributes the letters to the students to bring home to their parents. These letters are printed according to the parents' program choice that is listed on the parent survey. A copy of the letter is kept on file in the ENL coordinator's office and a record is kept in a Google Sheet of the date it is sent home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All copies of ELL documentation is kept on file in the ENL Coordinator's office. Originals are kept in the students' cumulative folders.
- HLIS: Original is in the student's cumulative folder. A copy is kept with the secretary.  
Parent Program Selection Form: Original is in the student's cumulative folder. A copy is kept with the ENL coordinator.  
Non-Entitlement Letters: The original is sent home to the parent. A copy is kept with the ENL Coordinator and in the students' cumulative folder.  
Entitlement Letters: The original is sent home to the parent. A copy is kept with the ENL Coordinator. A copy is placed in the students' cumulative folder.  
Placement Letters: The original is sent home to the parent. A copy is kept with the ENL Coordinator and in the students' cumulative folder.  
Continued Entitlement Letters: The original is sent home to the parent. A copy is kept with the ENL Coordinator. A copy is placed in the students' cumulative folder.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The Testing Coordinator ensures that all ELLs take the listening, speaking, reading, and writing sections of the NYSESLAT by consulting the RLAT in ATS. The TC ensures that all ELLs complete all sections. If necessary, makeup sessions are held and parents of students who missed testing days are notified.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- In the fall, the ENL Coordinator distributes the Continued Entitlement and Transition Letters to the students in the parents' preferred language. A copy of the continued entitlement letters is kept on file in the ENL coordinator's office and in each student's cumulative folder.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After looking at the data below, it is evident that our school's program is aligned to the parent request at this time. We will continue to monitor parent choice and make necessary adjustments if needed.

2012-2013: ESL= 32, DL= 1, TBE= 6  
2013-2014: ESL= 28, DL=2, TBE= 8  
2014-2015: ESL=27, DL= 2, TBE= 4

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
  
All ELLs are integrated in the general education program. They receive ENL services during heterogeneous content area classes using the Integrated Co-Teaching model. The Entering and Emerging students receive additional instruction during a stand-alone ENL program as per CR Part 154.2 regulations.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Entering and Emerging students receive 180 minutes per week of ENL services during ELA following the Integrated Co-Teaching model and 180 minutes per week of ENL services following the stand-alone ENL model from certified ENL teachers. Transitioning and Expanding students receive 180 minutes per week of ENL services during ELA following the Integrated Co-Teaching model from an ENL certified teacher. All ELLs receive 360 minutes per week of ELA instruction from an ELA certified teacher.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
All ELLs receive 360 minutes per week of ELA instruction from an ELA certified teacher in English. Students are programmed for and attend a minimum of 5 periods of science, 5 periods of social studies, and 8 periods of math instructed in English by a pedagogue who is certified in the required license area. Teachers of ELLs are trained in theory and strategies related to teaching ELLs. All students have access to technology, bilingual content area glossaries, and dictionaries to foster language development and meet the demands of the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Newcomer Spanish-speaking ELLs take the Spanish LAB-R when they enroll. ELLs take the State Math, Social Studies, and Science tests in their native language if they are available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are assessed in the four modalities in each of their content classes through participation in group and class discussions, written assignments and tasks, and reading assessments such as the Scantron Performance assessment. Each content area test incorporates multiple choice, short response, and extended response questions, requiring students to demonstrate their ability to read and express their own thoughts in written language. Fluency tests, as well as partner discussion, assess spoken language. Teachers also hold benchmark conferences with students to assess their verbal communication.
6. How do you differentiate instruction for each of the following ELL subgroups?  
  
The learning community at JHS185 is committed to guiding our students in becoming independent thinkers by supporting them in engaging, productive struggle in all content area classes. Our teachers dedicate their professional common planning time to meeting the needs of different learners. Our cycles of inquiry are dedicated to the sharing and implementation of successful strategies that allow all learners to access the content. Specifically for the following sub-groups of ELLs, we provide:
  - a. SIFE: Access to Title III programs after-school and peer tutoring opportunities
  - b. Newcomer : Newcomer and Entering ELLs are paired with native language partners who can translate and assist with classwork. Newcomer and beginner ELLs also receive translated tests, texts, and text summaries in their content classes. Students receive differentiated assignments and texts in class based on their proficiency levels.
  - c. Developing: Access to after school iReady program and peer tutoring

- d. Long Term: This sub-group is targeted when we select and nominate students for our school's mentoring program. The volunteer mentors provide additional support to these students.
- e. Former ELLs up to two years after exiting ELL status: ENL certified teachers provide Integrated Co-Teaching services during content area classes, and they are the point of contact for teachers who have concerns regarding these students.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ENL Coordinator will manage the initial and re-identification process under the supervision of the AP. Students who are re-identified will be monitored academically on an ongoing basis. The guidance counselor will meet with the parents during parent engagement time to ensure the student's success for 6-12 months after re-identification.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use scaffolds such as leveled assignments, scaffold cards, and peer tutoring. For example:

- In ELA classes, ENL and ELA teachers modify the Expeditionary Learning curriculum in order to allow ELL-SWDs to access grade level texts. Teachers also modify mid-unit and end unit assessments to accurately assess what students have learned throughout the unit.
- ELL-SWDs read grade level texts and interact with grade level materials. Scaffolds allow the students to access these grade level materials.
- Selected teachers present these scaffolds during professional development time and inquiry cycles support teachers' implementation of these strategies and reflection on whether or not they are effective.
- All ELL-SWDs receive content area bilingual glossaries

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are integrated into general education ENL classes. They attend talent, physical education, and lunch with general education students. Scheduling flexibility in content area classes is exercised when students demonstrate their ability to be successful within a less restrictive environment. This is monitored by the guidance counselor, ENL and IEP teacher.

\*Note "other approved services" does not apply to New York City at this time.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDED (Advanced)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)		
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ other Content Area (180 min.)
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS A certified ESOL teacher and a K-6 certified elementary teacher A certified ESOL teacher and a 7-8 certified content area teacher ( <i>or Social Studies</i> )	

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education shall be one year, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs shall be provided on a daily basis.

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development in the Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week.*

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### CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<u>3 units of study per week</u> (540 min.)	<u>2 units of study per week</u> (360 min.)	<u>1 unit of study per week</u> (180 min.)	<u>1 unit of study per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.*



\*Note: "other approved services" does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

#### A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Social Studies teachers are provided with leveled texts in each grade. Each text contains images, headings, sub-heading, bold words, an audio recording, and a highly engaging song for students to practice in class and at home. Also, they have received graphic novels about historical events for each grade level. Select social studies classes participate in ArtsConnection and Puppetry in Practice residencies. The social studies text book provides resources in select native languages. Students have received native language glossaries for social studies.

ELA teachers are provided with translations of the Expeditionary Learning novels in Spanish, Chinese, and Korean when available. Select ELAs classes participate in ArtsConnection and Puppetry in Practice residencies.

Math students are grouped and paired with English-speaking students, as well as native speakers. Throughout lessons and group work, ELL students work collaboratively with speakers of the same native language. Students received native language glossaries for math.

Science is utilizing technology to provide students with access to the content in their NL. Textbooks and resources are available in select native languages. Students received native language glossaries for Science.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ENL teachers are co-teaching with content area teachers in order to better scaffold lessons for all levels of ELLs. Content area teachers have expressed that they struggle to provide supports for ELLs in their classes, and as a result we are providing additional professional development based on a survey that asked teachers to identify the types of PD they would like to receive this year.

We are monitoring the effectiveness of our programs through a cycle of inquiry that is dedicated to evaluating the strategies used by teachers in the classroom.

12. What new programs or improvements will be considered for the upcoming school year?  
We are piloting a mentoring programming that will aim to support our ELLs. We have paired a group of 3-5 students with one adult in our school. Mentors and their ELLs meet once a week to engage in activities that help to build collaborative relationships among students and adults..
13. What programs/services for ELLs will be discontinued and why?  
We are discontinuing the use of Inside National Geographic textbooks due to the service requirement changes to CR Part 154.2. The decrease in number of minutes in stand-alone ENL make it very difficult for ENL teachers to implement a full curriculum with 180 minutes per week available for stand-alone classes. In addition, ENL teachers are dedicating the 180 minutes of stand-alone ENL instruction to reinforcing the lessons that the ELA teachers implement during ELA classes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Puppetry in Practice: ELL students in five classes participated in a 10 week arts residency program with Puppetry in Practice. This was supported by an "Arts for ELLs and SWDs" grant provided by the Department of Education. During a 10 week residency students work with two arts educators and their classroom teachers. Students visit the Puppetry in Practice arts center at Brooklyn college for a program on theater games, puppetry, and/or computer animation. Select ELL students also participated in a 10 week after school program on stop-motion computer animation. All of the PIP educators are trained specialists and worked with the students to develop both arts and literacy skills, as well as an awareness of environmental concerns.
- DELLTA Arts Connection: Ells participated in a 10 week dance residency during ESL and ELA classes. The students work with a teaching artist to create dance performances in small groups based on a theme each class has selected. The students will perform their dances for their peers and teachers at the end of the program. We will be continuing this partnership for the next three years, and students will begin creating digital portfolios next year.
- After School Title III: Students in the Title III program will be participating in a class with an ELA and ESL teacher who use the Phonics Blitz program from Really Great Reading. This class is focused on developing the students' phonemic awareness. In addition, our students will be participating in the DELLSS Stem program.
- Summer Title III: During the summer of 2015, we offered a program to our ELLs from July 6 to August 7. Students benefited from the following programming: classes in theater taught by a resident from ArtsConnection, field trips to cultural institution, and literacy and technology classes. We will continue this program for the summer of 2016.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- In math, students are provided with content-specific glossaries and translated versions of classwork and assessments. Teachers also utilize, as needed, "Support for English Language Learners" documents that are provided with the students GoMath curriculum. In each classroom, word walls are displayed with visual representations and translations.
- In English Language Arts, students work with Google Classroom in order to respond to tasks. This affords students the opportunity to ask questions and discuss content related materials. In addition, students are provided with helpful websites such as Brain Pop ELL. Expeditionary Learning tasks, readings and workbooks offer rigorous instruction based on Common Core State standards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language is supported by the use of glossaries, student interpreters, Google translate, translated text summaries, and translated content area related texts. Teachers also actively encourage and monitor the use of students' NL.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We use a grade appropriate ELA curriculum to provide English instruction to our ELLs. Books in students' NLs are also available in the school library and in ENL classrooms. Engaging grade level content area books and graphic novels that supplement and extend the curricula are available in content area classrooms. We use curricula that are developed for the appropriate grade levels and

create scaffolds that allow our students to access the curricula. Additional services and resources are developed for our ELLs during our inquiry cycle that is focused on the success of ELLs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Our school created a welcome video that introduces students to the school and some of the main resources/staff that may assist them during the year. We also pair new ELL students with "buddies" who assist them as they integrate into their class and the school environment. Additionally, we introduce newly enrolled ELLs to the following faculty and staff members:

Clara Kang, Primal Dhillon, Gerald Volkommer, Grade AP  
Vicky Kouzounas, Narda Melendez, Garry Fleishman, Grade Guidance Counselor  
Josefa Sande, Krystyna Debiec, John Santamaria, Grade Dean  
Christine Olsen, ENL coordinator,  
Gail Meyers, Parent Coordinator  
Laura Santora, Pupil Accounting Secretary

These faculty and staff members are a resource for these students when they face obstacles throughout their day. If we feel that a new student might struggle more than usual, (ex. refugees, students who have moved many times) we assign these students an adult mentor.

19. What language electives are offered to ELLs?  
Chinese and Spanish are offered to some ELLs.

20. For schools with dual language programs:  
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.  
Not Applicable  
b. In which language(s) is each core content area taught?  
c. How is each language separated for instruction?  
d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

A group of ELL pedagogues, office staff, parent coordinator, school psychologists, special education coordinator, paraprofessionals, and assistant principals receive yearly training on the ELL identification process from the ENL coordinator.

The ENL Coordinator has read and distributed all versions of the EPRG. Using this information, she will design professional development sessions for all ELL personnel involved in the ELL ID process and education of ELLs.

One of our cycles of inquiry is dedicated to the instruction of ELLs and the effectiveness of our programs all individuals named above are included with the exception of office staff. This cycle of inquiry will be led and designed by the PD team.

All ELL personnel will be invited to join an after-school book club. We will be reading, *The New Kids: Big Dreams and Brave Journeys* at a High School for Immigrant Teens. We will meet together once a month to discuss the book and strategies for working with ELLs.

Mentors of ELLs receive PD on cultural sensitivity, importance of cultural identity and native language development.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

A team of 6th grade teachers (and the ENL Coordinator) have been selected to attend a 4 session PD series that is offered by District 25 and focused on ways teachers can support ELLs as they engage in CCLS.

A team of ELA, ENL and SS teachers has been selected to be part of a 4 year grant that is being implemented by ArtsConnection. Teachers attend 4 PD sessions per year that prepare teachers to use arts integration in order to help ELLs attain proficiency in English.

During the dedicated cycle of inquiry, teachers consider the curriculum materials that are currently in use in each department. These materials are evaluated by engaging in student work analysis using the inquiry cycle. Finally, teachers develop scaffolds, materials and supports for all levels and all sub-groups of ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Teachers take students on outings to the library to become familiar with their new middle school community, which fosters students' level of involvement in their community. Current eighth grade students speak with incoming sixth grade students to help them adjust to the middle school setting. Former Bleeker students who are currently in high school and college return to speak with eighth grade students to help them transition to high school.

Our parent coordinator receives training from FACE and she turns this training to our guidance counselors to assist ELLs as they transition from elementary to middle and middle to high school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

One full cycle of inquiry (approximately five after school professional sessions per year) will be dedicated to considering curriculum materials, engaging in student work analysis, and developing new scaffolds, materials, and supports for ELLs. In addition teachers are trained on a rotating bases to use technology to support students in their native language.

ENL teachers will attend professional development offered by ArtsConnection, District 25, and DELLSS throughout the year.

Records are maintained by the PD team's calendar. The Payroll Secretary enters in EIS all outside PDs that teachers attend and a copy of all agendas are kept in the employee's file.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We use the mandated parent engagement time to hold annual ELL Parent meetings. Our parent coordinator sends home letters in the parents' preferred languages to invite them to schedule a meeting with teachers to discuss goals of the ENL program, language development progress, language proficiency assessment results, and language development needs in all content areas. A sample agenda is created to help teachers guide the meeting, and s parts of the discussion are student led.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ENL and Parent Coordinator maintains a Google Sheet where they log the day, time, lead teacher and interpreter for each meeting. Teachers use the Anecdotal Log section of Skedula/Pupil Path in the individual student accounts to record important information about parent meetings. All teachers have access to review the information and update the logs. Outreach to parents concerning individual meeting opportunities will be through translated letters, emails, and phone calls.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All teachers of ELLs maintain written reports about the student's current functioning, as well as areas of strength and concern in Skedula. These reports are available for all teachers to view in Skedula. In addition, all parents are invited to the many activities that we offer to parents including large scale family events, parent workshops, PTA meetings, parent orientations, and family trips. Interpreters are available at all parent workshops and orientations. One annual activity that fosters parental involvement for parents of ELLs in particular is our Lunar New Year Festival. The Parent Coordinator facilitates and schedules the ELL Parent meeting times, assigns interpreters, and prepares folders with NYSESLAT score reports, parent brochures, and content area glossaries in the native language. The DOE Translation and Interpretation Unit is utilized if we cannot find interpreters in our school. The parent coordinator also maintains a list of parents who are able to assist with written translations for letters that we send home to parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with Child Center of NY to offer a comprehensive after school program, a summer program, and classes for parents. CCNY also offers bilingual counseling services in our school building with a particular emphasis on outreach to Asian families. In the past we have offered ESL classes for parents, and we hope to have the opportunity to do so again in the future.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our parents via in-person interviews with notation, and surveys taken at P/T conferences or other events. Translations and Interpreters are available. We have a parent consultation group from different cultural backgrounds that meet monthly with our parent coordinator to assess the needs of the parents.

6. How do your parental involvement activities address the needs of the parents?

Our translation services and specialized conferences during the parent teacher nights streamline teacher feedback across content areas. We set up individual conferences with parents, where the input, comments, and concerns of all teachers are relayed to the parents and constructive conversations take place to improve student achievement and behavior. The 8th grade parent high school application workshops assist parents of ELLs by outlining the requirements for graduation and the steps of transitioning into high schools. Many parents are not familiar with the requirements or expectations as students prepare for graduation and high school admittance. During this workshop, parents are given an opportunity to ask questions and receive resources to aid their children while at home. Our parental involvement activities address the needs of the parents through the availability of interpreters and printed information in multiple languages at our parent workshops, translated parent handbooks, cultural activities specifically geared to ELL parent interests, and our school website which is available in translation with links to social services relevant to the needs of ELL parents.

#### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

- Targeted ELL classrooms have been paired with ArtsConnection and Puppetry in Practice for drama and dance.
- Teacher-led peer mentoring program.
- Systems are in place to communicate with refugee agencies such as the International Rescue Committee.
- We offer a Title III Summer Enrichment program for our ELL population (see Section A Q12).

**School Name: JHS185****School DBN: 25Q185**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Mshar	Principal		06/18/15
Gerald Volkommer	Assistant Principal		06/18/15
Gail Meyers	Parent Coordinator		06/18/15
Christine Olsen	ENL/Bilingual Teacher		06/18/15
Lisa Pena Humes	Parent		06/18/15
Eileen Strong	Teacher/Subject Area		06/18/15
Jessica Mast	Teacher/Subject Area		06/18/15
Christine Olsen	Coach		06/18/15
Danielle Mooney and Joe Dilallo	Coach		06/18/15
Narda Melendez	School Counselor		06/18/15
Danielle DiMango	Superintendent		06/18/15
Maria Vasiliou Rozos	Borough Field Support Center Staff Member		06/18/15
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25Q185** School Name: **Edward Bleeker**  
Superintendent: **D. Dimango**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We consult the HLIS, student blue cards , and the student/parent demographic information that is available in ATS. In addition, our testing coordinator runs the DNLO in order to determine the breakdown of languages spoken by our students and their parent. We refer to these sources in order to determine the amount of materials needed to be translated into the various home languages for dissemination to the families.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Chinese, Korean, Spanish , Arabic, and Urdu

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents and information is translated: Parent /Student Handbook, newsletters, calendars, P/T conference announcements, progress reports. Teachers in our building have the capability of translating documents necessary for parents. Documents such as school lunch forms, ESL Continued Entitlement and Non-Entitlement/Transistion Letters, Parent Surveys and all other documents provided by the city are backpacked home in the parents' preferred language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Each month we have a Parent Engagement activity. For example, Science Sensation, Math Night, Parent /Student Volleyball Night. We also have special Saturday activities with our outside partnerships such as; Arts Connection, Urban Advantage; SEP and CCNY. In addition, we have our annual Parent /Teacher Night, High School Night, and Concert Nights. Informally we are present at most PTA meetings and PTA events. We have a schedule that outlines our Tuesday parent engagement time as well.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translations sevices are provided by staff members who speak languages in addition to English and representative of the school community. Members of our staff speak Spanish, Korean, Chinese, Greek, Pashtu, Urdu, Hindi, Arabic, Croatiaon, Italina and Protuguese. School documents of high importance are translated by staff for disemmination to the school community. School correspondence in these languages is done so that all information going home to families is delivered simultaneously with that that is delivered in English.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Documents that are timely are translated by our in-house staff. Documents that we use on a yearly basis are sent to the translation and Interpretation Unit. School staff members generally translate for us on site, during P/T conferences we also hire interpreters due to the high volume of parents.

**Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff was trained on the over the phone interpretation service. Staff are reminded before all parent events of the number for the service and the phones that are available for use.

**Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys and parent consultation groups are our main source of feedback.